

- 考生注意: 1. 依次序作答, 只要標明題號, 不必抄題。
2. 答案必須寫在答案卷上, 否則不予計分, 並限以藍黑色筆作答。
3. 試題隨卷繳回。(餘請詳閱試場規則)

一、請寫出 下列名詞之中文:(每小題五分, 共二十分)

1. socialization
2. secondary education
3. higher education
4. comparative education

二、請以中文摘述下列英文論述主要意涵(八十分)

In the United States, nearly from the beginning, the concept of educational opportunity had a special meaning which focused on equality. This meaning included the following elements:

1. Providing a *free* education up to a given level which constituted the principal entry point to the labor force.
2. Providing a *common* curriculum for all children, regardless of background.
3. Partly by design and partly because of low population density, providing that children from diverse backgrounds attend the *same school*.
4. Providing equality within a given *locality*, since local taxes provided the source of support for schools.

This conception of equality of opportunity is still held by many persons; but there are some assumptions in it which are not obvious. First, it implicitly assumes that the existence of free schools eliminates economic sources of inequality of opportunity. Free schools, however, do not mean that the costs of a child's education become reduced to zero for families at all economic levels. When free education was introduced, many families could not afford to allow the child to attend school beyond an early age. His labor was necessary to the family—whether in rural or urban areas. Even after the passage of child labor laws, this remained true on the farm. These economic sources of inequality of opportunity have become small indeed (up through secondary education); but at one time they were a major source of inequality. In some countries they remain so.

(摘錄自 Coleman, James, 1968, "The concept of equality of educational opportunity", in *Harvard Educational Review*, 38 (1), 7-22.)